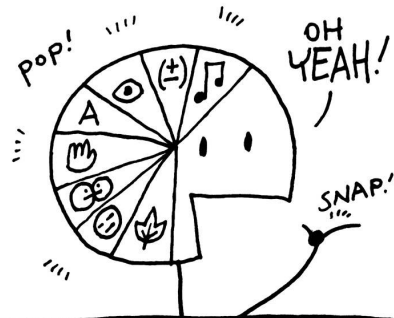
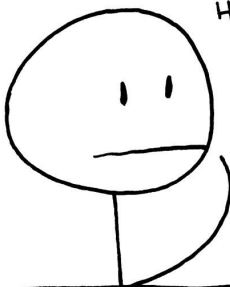


COMICS AND
EDUCATION...

WHERE TO
BEGIN?



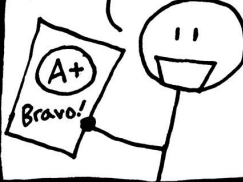
MULTIPLE INTELLIGENCES & COMICS EDUCATION by S. Marek Bennett, M.Ed.



YOU'VE HEARD OF
MULTIPLE
INTELLIGENCES,
RIGHT?



IT'S LIKE, HEY,
SURE, I CAN ACE
THIS SPELLING TEST...



BUT MATH?
FORGET IT!



...AND MY MAD
DANCING SKILLZ?

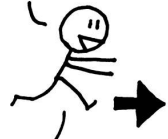


WHOLE
'NOTHER
STORY.

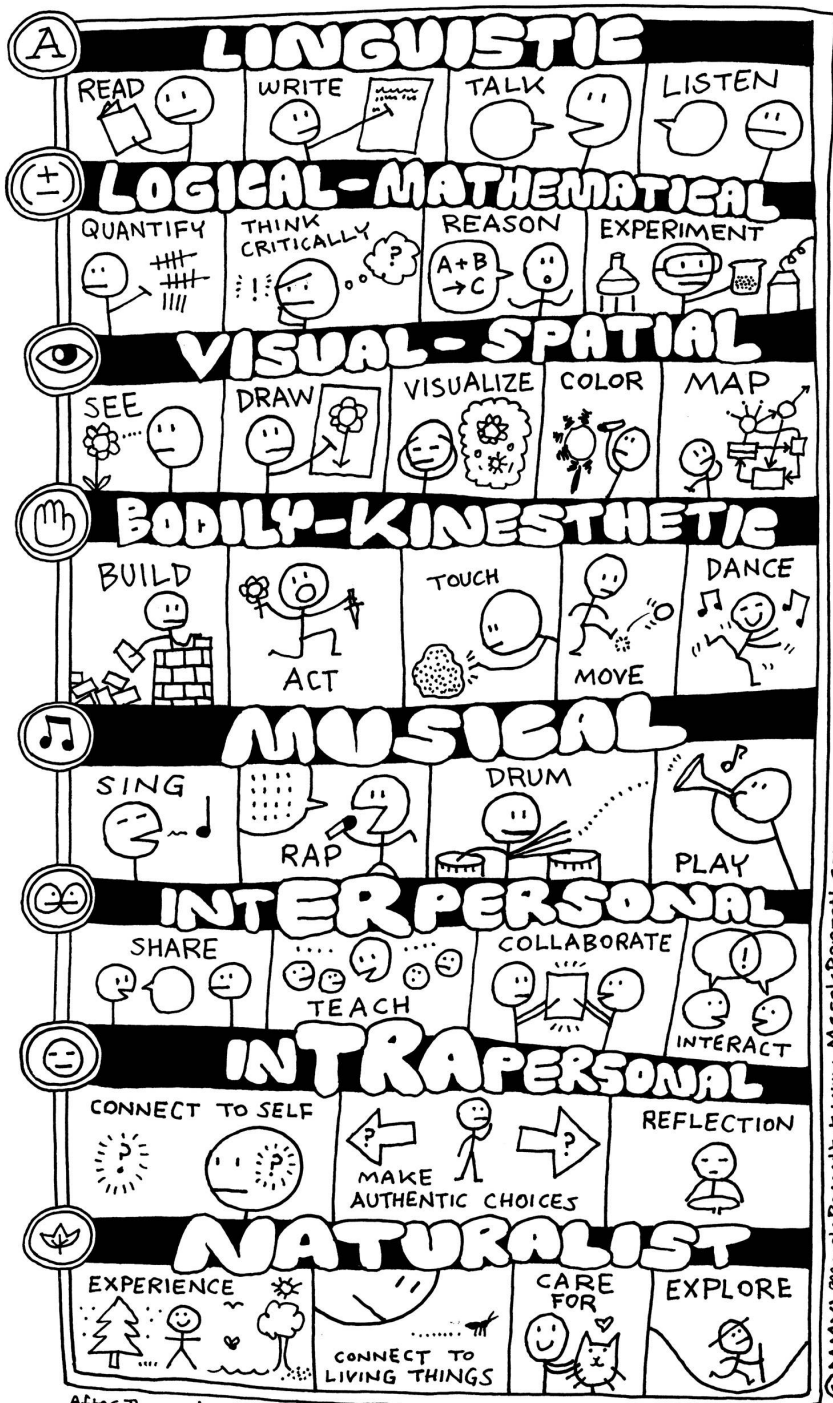
RESEARCHERS LIKE
HOWARD GARDNER
(AND MANY OTHERS)
HAVE IDENTIFIED
EIGHT SPECIFIC
TYPES OF HUMAN
INTELLIGENCE...



HERE THEY
ARE



(AND WHAT
WE DO WHEN
WE USE THEM)



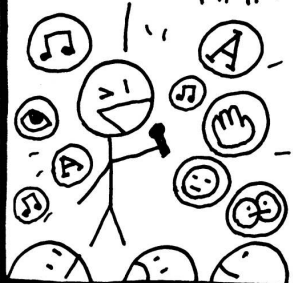
ACTUALLY,
WE CAN SEE RIGHT
AWAY HOW THIS CHART
IS KIND OF SIMPLISTIC
AND ARTIFICIAL...



WHAT IS DANCE?



WHAT IS RAP?



IN MY EXPERIENCE,
ALL THE GREAT
FORMS OF HUMAN
EXPRESSION AND
COMMUNICATION...



...USE **AS
MANY**
INTELLIGENCES
AS POSSIBLE.



OH... EXCEPT
FOR SCHOOLS.



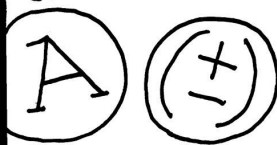
BE SURE TO
FILL IN EACH
MULTIPLE CHOICE
ANSWER NEATLY
AND COMPLETELY.



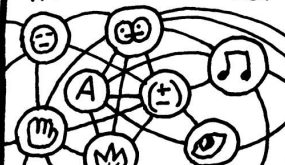
IF YOU DO NOT
FILL THEM IN
NEATLY, THE
MACHINES WILL
NOT BE ABLE
TO READ YOUR
WORK.



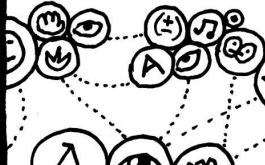
AND WHILE THE
LINGUISTIC
AND MATHEMATICAL
INTELLIGENCES ARE
IMPORTANT IN THEIR
OWN RIGHT...

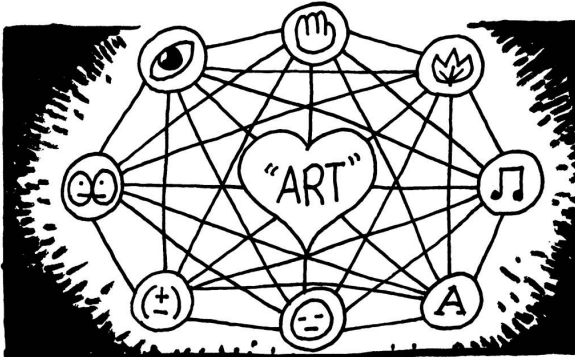


...THEY FUNCTION
MOST STRONGLY
IN COMBINATION
WITH THE OTHER
INTELLIGENCES.



SO WHAT DO WE
CALL SUCH COMPLEX
AND CHALLENGING
INTELLIGENCE
CLUSTERS?





HUH...I ACTUALLY NEVER THOUGHT ABOUT IT QUITE LIKE THAT, UNTIL I DREW IT OUT...



IN THIS SENSE, M.I. THEORY DOESN'T SO MUCH DEFINE LEARNING STYLES...

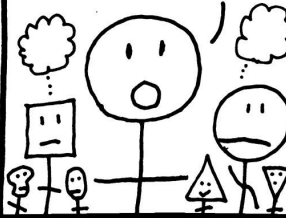
BLAH BLAH BLAH BLAH



Sorry, I'm not a linguistic learner.



RATHER, it CHALLENGES US ALL TO DEVELOP BETTER WAYS...



...TO ACTIVATE OUR HUMAN INTELLIGENCE CLUSTERS!

NOW... UH... WHERE WERE WE...?

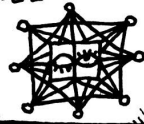


OH, YEAH! COMICS 'N' EDUCATION!

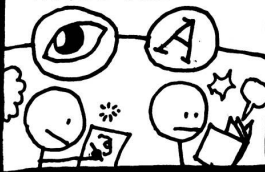


Apologies to Scott McCloud

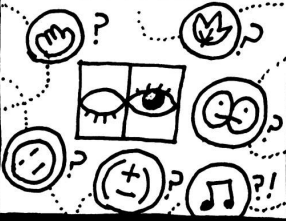
"COMICS" PROVIDE AMPLE OPPORTUNITIES TO EXERCISE ALL THE INTELLIGENCES...



MODERN COMICS USAGE CLEARLY ADDRESSES AT LEAST TWO INTELLIGENCES...



...BUT THE OTHERS MIGHT NOT BE SO IMMEDIATELY OBVIOUS...



SO HERE ARE A FEW WAYS THEY MANIFEST IN THE COMICS CLASS ROOM:



VISUAL-SPATIAL



LOOK



SEE



REPRESENT



ISOLATE KEY DETAILS



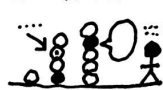
LOGICAL-MATHEMATICAL



SEQUENCE



GRAPH INFORMATION



ISOLATE AND ARTICULATE CAUSE + EFFECT



ARTICULATE PROCESS



INTERPERSONAL



COORDINATE CHARACTERS



COMMUNICATE



PRESENT INFORMATION



ENGAGE READERS



MUSICAL



DEVELOP PACING, PATTERN, 'N' RHYTHM!



DEVELOP ABSTRACT CONCEPTS IN CONCRETE FORMS



COMPOSE NARRATIVE MELODY...



...+ CONTEXTUAL HARMONY



LINGUISTIC



WRITE



EXPLAIN



INTEGRATE TEXT + IMAGE



LEARN TO LISTEN



BODILY-KINESTHETIC

UNDERSTAND SPACE



COORDINATE + MANIPULATE OBJECTS



REPRESENT MOVEMENT



REPRESENT MASS, TEXTURE, QUALITY, ETC.



INTRAPERSONAL

DEVELOP CREATIVE PROCESS



MAKE CREATIVE DECISIONS



EXTERNALIZE VOICE + IDEA



REREAD TO REFLECT



NATURALIST

VISUALIZE ENTIRE WORLDS



OBSERVE + DOCUMENT

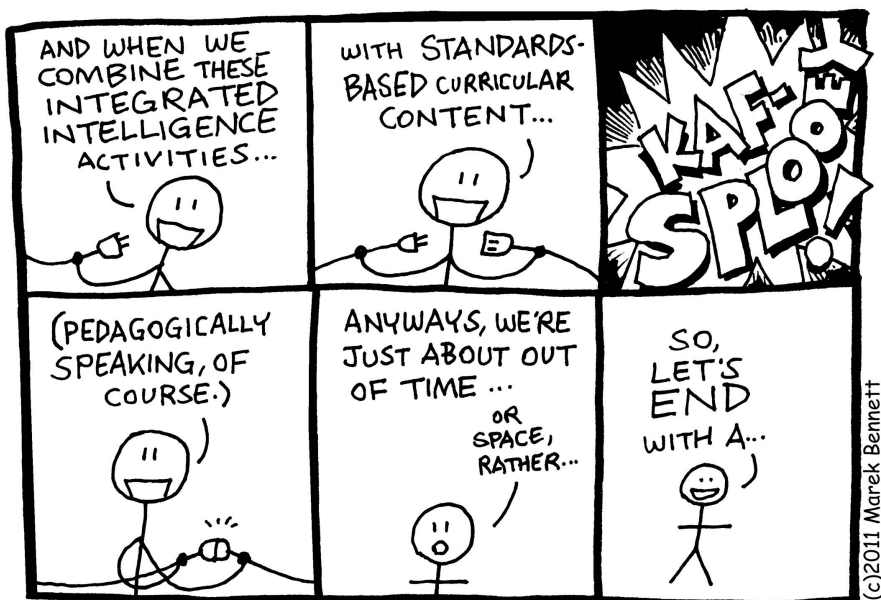


SIMULATE ENVIRONMENTS



REPRESENT SENSORY INFORMATION





FINAL EXAM: Multiple Intelligences and Comics Education

Directions: This test is worth 100% of your grade for the class. Please answer all the questions carefully & to the best of your ability. If you cannot answer a question, skip it & come back and stare at it later with tears of frustration brimming in your eyes. Shaking your fist at it might also help you feel at least a little bit better. Be sure to fill in each answer complete and neatly, so that some buzzing blinking electronic machine in a huge windowless building somewhere far, far away can read your "work" and judge it according to some statistical expectation generated by a similar machine, and then assign a corresponding numerical evaluation to your name in some gigantic database on yet another gargantuan computational behemoth, thereby quickly & efficiently assessing the quality of your personal intellectual capabilities compared to those of your peers (your basic "intelligence" on a percentile scale of 0-100), the "adequacy" of the school environment where you are taught to take tests like this, the competence of your teachers in preparing you for such limited & mind-numbing assessment regimes, and the overall course of Western Civilization (via analysis & extrapolation in the media). Please maintain a relaxed attitude during this test, as anxiety & stress WILL adversely affect your performance & there's not a thing you can do about it. **THIS IS AN IMPORTANT HIGH-STAKES TEST. DO NOT DOODLE IN THE MARGINS.**

You will have one hour to complete this exam. When you are done with the test, you may listen to mass-produced music on a personal entertainment device, but due to concerns about cheating you are not allowed to read a book or write anything in one of those journals you artsy types are always carrying around. You may also just sit in your seat & stare blankly at the drawn shades of that small window high up on the beige cinderblock classroom wall & wonder what this life is all about. You may begin.

- Which word best describes the tone of the article?
 - effusive
 - evangelical
 - sage
 - unhinged
 - expository
 - [all of the above]
- What is the author's intent in writing this article?
 - to convince us that comics are a worthwhile teaching tool
 - to impress us with his spelling test scores
 - to impress some as-yet-unknown editor enough to land a lucrative multi-book contract and ultimately become famous in his own nerdy way as "that dude who draws stick figure teaching comics"
 - to provide a vehicle for writing & assigning multiple choice questions (an inexplicable and unfortunate hobby ever since his strange lonely childhood)
 - [all of the above]
- What is the average reader most likely to shout out loud at the top of her/his lungs after reading this article?
 - "Gallopin' Ghosts, comics sure are nifty!"
 - "Who's responsible for this nonsense?"
 - "Say, comics really DO provide multiple opportunities to exercise our diverse & varied intelligences in innovative ways!"
 - "Hey, we're out of tissue paper... Oh, never mind."
 - [all of the above]
- How many "Multiple Intelligences" are there?
 - The author cannot seem to settle on a precise number, but hedges his bets with erratic and seemingly unfounded rhetoric
 - The article is eerily silent on this fact
 - Eight
 - As many as there are cross-ties on the railroad, or stars in the sky.
 - [all of the above]
 - [(a) AND (c) ONLY]
 - [(c) AND (d) but NOT (a,b,c)] OR (b) AND either (a) OR (f) but NOT (g)]
- According to the article, which of the following is NOT a "Multiple Intelligence"?
 - Visual-Special
 - Remote control savvy
 - Knowing when to keep your trap shut
 - Ability to draw superheroes
 - Intraflatulent
- In panel #24, the second item to the lower-left of the antagonist could best be described as:
 - arguably inscrutable
 - vituperatively propinquacious
 - parsimoniously pedantic
 - vaguely toroid
 - poorly described
- What is the ultimate lesson of this article?
 - Comics provide multiple pathways to full engagement in the learning process
 - Reading & creating comics challenges & nurtures active agents of authentic creativity while building "mad skillz"
 - Comics are fun
 - I probably could've drawn it better
 - [all of the above]

STOP. Do not proceed to the next page until someone in a position of authority instructs you to do so.

ANSWERS: If you answered all of the above questions, please go back and reread the article.

If you did not answer any questions, but rather spent your time doodling on the margins and then all over the test page itself, then there may yet be hope for us all ...

YOUR RESULTS WILL BE POSTED ONLINE FOR EVERYONE TO VIEW AND COMMENT ON AT: www.MarekBennett.com